

2007-08 KYAE Policy and Procedure Manual

History of Changes

[Revised February 2008](#)
[Revised October 2007](#)
[Revised September 2007](#)

February 2008

Change: Assessment Policy, pp. 19-26

Announced: January 9, 2008 e-mail, KYAE Web site; January 2008 News to Use

Effective Date: February 1, 2008

Details

At the direction of the U.S. Department of Education, Office of Vocational Education, a revised KYAE Assessment Policy will be in effect on February 1, 2008. The major changes limit the reasons for a post-assessment exception and ease the tracking requirements.

The major revisions are:

- The only reason to post-test students prior to OVAE's recommended timeframes is the instructor's professional judgment that the student is making gains at an accelerated rate.
- As post-test scores are entered into AERIN, instructors will be required to explain in narrative fashion the reason for any post-test administered prior to the OVAE recommended timeframes. Checking boxes will no longer be an option.
- The [Post-Assessment Exception Form](#) has been revised and must be used as of February 1, 2008. A hard copy of the revised Exception Form is required to be placed in the student folder. *A second copy in the program director's office is no longer required.*

Previous language, KYAE Policy and Procedure Manual, pp. 19-25:

Assessment

OVERVIEW

KYAE's assessment policy provides guidelines pertaining to standardized assessment practices for all KYAE-funded programs and meets the guidance from the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), to describe approved assessments, initial and post-testing requirements, accommodations and training requirements. Adult education providers shall use KYAE's assessment policy in conjunction with publishers' official examiner's

manuals and training workshops to determine local assessment procedures. Providers shall follow all guidelines in examiner's manuals and maintain the most current version of the manual for each test used by the program.

NEED FOR ASSESSMENT POLICY

KYAE's assessment policy provides a framework to measure program effectiveness and provides important criteria for continuous improvement on several levels:

- At the student level, an individual assessment provides valid, reliable information about the student's academic status and progress and allows the student to make informed decisions about goal setting. KYAE requires adult education programs to evaluate students with an approved standardized assessment upon enrollment to determine the appropriate education plan necessary for students to achieve their goals. Before the adult educator determines the most appropriate assessment, students should participate in an intake and orientation process to discuss academic and career goals and identify needed skills to help achieve their goals. This orientation session, accompanied by the adult educator's professional judgment and other criteria, should determine which of the approved assessments and curricula will best meet the student's needs.
- At the program level, accurate assessment data are critical for decision making in planning, instruction, professional development and program improvement. Student assessments help instructors pinpoint student needs and choose appropriate curricula and activities. Aggregate data inform program directors regarding needed improvements and help guide staff professional development.
- At the state and federal level, incentive funding rests, in part, upon student achievement in National Reporting System (NRS) functional levels. Uniform implementation of KYAE's assessment policy ensures that high-quality, accurate data are collected statewide and reported through the federal NRS so programs can be compared across the Commonwealth and nation. Assessment data also are important for setting KYAE's professional development priorities at the state level.

INITIAL ASSESSMENTS

- As described above, to determine the appropriate assessment to administer, adult educators should talk with students about educational and career goals.
- Providers shall administer a KYAE-approved assessment (see "KYAE-Approved Assessments" section, pp. 22-25) at student orientation or within the first 12 hours of instruction. The lowest test score in a subject area shall be used to determine a student's entry level. Parts of an assessment, such as reading or math, may be used. The assessment should be in areas in which instruction will be focused to facilitate student goal achievement.

- All initial assessment results must be entered into AERIN.
- Individuals shall be officially enrolled upon completion of an approved assessment and in compliance with eligibility requirements. The program will maintain enrollment forms, assessment forms and the current educational plan on file for three years.
- The hours spent in orientation and assessment shall count toward the student's total attendance hours.

POST-ASSESSMENTS

- Interim and post-tests should be routine components of a program's instructional process.
- Students shall be post-tested after a standard instructional period or according to the instructor's professional judgment. Test publishers' recommended timeframes for post-testing as provided by OVAE can be found at the [NRS Web site](#), pp. 6-8, and in the "KYAE-Approved Assessments" section, pp. 22-25.
 - Factors that affect student achievement include intensity, duration and quality of instruction, student motivation, and close alignment of instruction with student goals; therefore, exceptions to test publishers' recommended timeframes for post-testing may be made on an **individual student basis**.
 - To determine an exception, adult educators should use their professional judgment and the individual student goal.
 - **The basis for determining an exception must be documented with a "[Post-Assessment Exception Form](#)" subject to KYAE monitoring. The original signed form must be filed in the student's folder; a copy of the form must be filed with the adult education program director.**
- Providers shall use a different form of the same test for the follow-up assessment. For example, a TABE 9 pre-test can be followed with a post-test using TABE 10 as long as it is in the same series. Exceptions are noted in the examiner's manual.
- All interim and post-test results must be entered into AERIN. If more than one assessment is given, the latest assessment determines educational functioning level completion or advancement.
- Providers shall use the lowest subject area test score to determine a student's progress.
- If no follow-up assessment of the student is made during the program year, the student must be counted as remaining in the same educational level as upon entry and cannot be reported as advancing to a higher functioning level.
- An "advance" or "completion" is recorded if, according to a subsequent assessment, the student has entry-level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement.
- The GED Official Practice Test (OPT) may not be used as a measure of student progress in instructional programs.

ASSESSMENT PROCEDURES

- As specified in the “KYAE-Approved Assessments” section, pp. 22-25, adult educators must meet all test publisher and KYAE training requirements before administering assessments. Adult educators should consult [PDtrack](#) for scheduled training on assessments.
- Assessment instruments must be kept in a secure environment according to test publisher requirements.
- Assessment instruments shall be administered in a proctored environment and in accordance with test publisher and KYAE assessment guidelines.

ASSESSMENT ACCOMMODATIONS

- Reasonable accommodations for assessment shall be provided to students when:
 - a. The student has disclosed the presence of a disability and has provided documentation by a qualified professional of eligibility for accommodations under the provisions of the Americans with Disabilities Act (ADA)/Section 504.
 - b. The adult education program has administered a screening instrument and determined that accommodations are warranted.
- Accommodated assessments shall be in compliance with accommodated testing guidelines, policies and procedures established by the program’s fiscal agent.
- Accommodated assessments shall be in compliance with test publisher guidelines.

KYAE-APPROVED ASSESSMENTS

TABE 9/10 (recommended) TABE 7/8

- TABE is recommended for adult education, corrections education and family literacy students.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take “Introduction to TABE” and for all instructors administering the test to be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE.
- Upon initial enrollment, the TABE Locator(s) Test should be used as one tool to help determine the appropriate level(s) of the TABE assessment to be administered. The Locator should be used in conjunction with any other measures of student performance the instructor may have to determine the appropriate level(s) of the TABE assessment to be administered.
- Recommended Timeframes for Pre- and Post-testing as provided by OVAE ([NRS Web site](#), pp. 6-8):
 - **If the pre- and post-test are for the same level but using a different form (e.g., TABE 9 Level M to TABE 10 level M): 60 hours.**

- **If the pre- and post-test are for the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.**
- CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.
- If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.
- See the “Post-Assessments” section, p. 20, for post-assessment exceptions.

TABE ordering information:

Peggy Levins, CTB/McGraw-Hill Evaluation Consultant
 3134 Bush Drive
 Franklin, TN 37064
 phone: 615 599-6575; email: peggy_levins@ctb.com

CTB/McGraw-Hill
 P.O. Box 150
 Monterey, CA 93942-0150
 Phone: 800-538-9547
 Web Site: www.ctb.com

Workplace TABE

- Workplace TABE is for use when the student's goals are to get a job, a better job or improve workforce skills.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take “Introduction to TABE” and for all instructors administering the test to be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE.
- Recommended Timeframes for Pre- and Post-testing as provided by OVAE:
 - **The Workplace TABE has four versions at Level D – General, Business/Office, Trade/Technical and Health.**
 - **If the student takes one version as a pre-assessment and a different version as the post-assessment, 60 hours of instruction are required. For example, a General as the pre-assessment and Business/Office as the post-assessment.**
 - **If the student takes the same version as the pre-assessment and post-assessment, 120 hours of instruction are required.**
 - CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the

implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.

- If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.
- See the “Post-Assessments” section, p. 20, for post-assessment exceptions.

TABE ordering information:

See p. 22.

WorkKeys

- WorkKeys may be used when the student’s goals are to get a job, a better job or improve workforce skills.
- **Adults without a high school diploma** may be initially assessed using WorkKeys and enrolled on this assessment if the student’s WorkKeys level crosswalks to one of three NRS levels (High Intermediate Basic Education, Low Adult Secondary Education, High Adult Secondary Education). This assessment should be administered only after an initial intake process indicates the student will score well on the WorkKeys assessment. If the student’s WorkKeys level falls below one of these three NRS levels, the student should be assessed on the TABE and enrolled according to TABE results.
- **Adults with a high school diploma** should be assessed with a TABE to determine adult education eligibility (scoring 11.9 or below). If the adult is not eligible, he/she should be referred to KCTCS for a WorkKeys assessment.
- **Adults with a high school diploma and a pre-existing WorkKeys level** that qualifies them for adult education services (one of the three NRS levels) may be enrolled based on the WorkKeys assessment.
- To show level gains, students enrolled on a WorkKeys assessment must be post-tested using WorkKeys.
- When used in a non-collegiate setting, post-testing should be based on a regular course of instruction and/or workforce project.
- Information on how to obtain scale scores for students is available at [scale scores](#).
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **We [ACT/WorkKeys] typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.**
- See the “Post-Assessments” section, p. 20, for post-assessment exceptions.

WorkKeys ordering information:

ACT WorkKeys Customer Service – 70
2727 Scott Blvd.

PO Box 1008
Iowa City, IA 52243-1008
(319) 337-1550; Web site: www.act.org/workkeys

BEST Literacy BEST Plus

- These assessments are to be used for English as a second language students.
- Adult educators must be trained by a certified BEST Plus trainer before administering the BEST Plus assessment.
- Adult educators must be familiar with the training video and examiner's manual for BEST Literacy.
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **60 hours minimum; 80-100 hours recommended.**
 - If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session.
 - Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.
- See the "Post-Assessments" section, p. 20, for post-assessment exceptions.

BEST ordering information:

Center for Applied Linguistics
4646 40th Street, NW
Washington DC 20016-1859
(202) 362-0700; Web site: www.cal.org

CASAS

- CASAS is to be used only for English as a second language students.
- Adult educators must be trained by a certified CASAS trainer before administering these assessments.
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **70-100 hours (40 hours is the minimum).**
 - Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test.
 - Programs offering high-intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
 - Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.
 - Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired

test data.

- See the “Post-Assessments” section, p. 20, for post-assessment exceptions.

CASAS ordering information:

CASAS

8910 Clairemont Mesa Blvd.

San Diego, CA 92123-1104

(800) 255-1036

Web site: www.casas.org

New language, KYAE Policy and Procedure Manual, pp. 19-26:
(Revisions highlighted in yellow)

Assessment

OVERVIEW

KYAE’s assessment policy provides guidelines pertaining to standardized assessment practices for all KYAE-funded programs and meets the guidance from the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), to describe approved assessments, initial and post-testing requirements, accommodations and training requirements. Adult education providers shall use KYAE’s assessment policy in conjunction with publishers’ official examiner’s manuals and training workshops to determine local assessment procedures. Providers shall follow all guidelines in examiner’s manuals and maintain the most current version of the manual for each test used by the program.

NEED FOR ASSESSMENT POLICY

KYAE’s assessment policy provides a framework to measure program effectiveness and provides important criteria for continuous improvement on several levels:

- At the student level, an individual assessment provides valid, reliable information about the student’s academic status and progress and allows the student to make informed decisions about goal setting. KYAE requires adult education programs to evaluate students with an approved standardized assessment upon enrollment to determine the appropriate education plan necessary for students to achieve their goals. Before the adult educator determines the most appropriate assessment, students should participate in an intake and orientation process to discuss academic and career goals and identify needed skills to help achieve their goals. This orientation session, accompanied by the adult educator’s professional judgment and other criteria, should determine which of the approved assessments and curricula will best meet the student’s needs.
- At the program level, accurate assessment data are critical for decision making in planning, instruction, professional development and program improvement. Student assessments help instructors pinpoint student needs and choose appropriate curricula and activities. Aggregate data

inform program directors regarding needed improvements and help guide staff professional development.

- At the state and federal level, incentive funding rests, in part, upon student achievement in National Reporting System (NRS) functional levels. Uniform implementation of KYAE's assessment policy ensures that high-quality, accurate data are collected statewide and reported through the federal NRS so programs can be compared across the Commonwealth and nation. Assessment data also are important for setting KYAE's professional development priorities at the state level.

VALID AND RELIABLE ASSESSMENTS

The following section is excerpted from NRS Implementation Guidelines, July 2006, pages 24-25.

Validity is concerned with the accuracy of measurement; in other words, the extent to which the instrument measures what it is intended to measure. Content validity of an assessment is the extent to which the items/tasks of the instrument cover the domain of interest. For the NRS, the domain of interest is comprised of the skills used to describe the educational functioning levels for ABE and ESL. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of that instrument measure the skills associated with the educational functioning levels (and, by the same token, do not measure skills not associated with the levels).

Typically, content validity is established via the judgments of subject matter experts (SMEs). For instance, a panel of such experts might be asked to judge the extent to which the items/tasks of a given instrument require the types and levels of skills described for a particular educational functioning level. In general, the greater the judged overlap between the content of the instrument and the skills associated with a given level descriptor, the greater the content validity of the instrument with respect to its use as a measure of educational attainment at that level. It is important to point out that the content validity of a given instrument may vary with respect to different educational functioning levels; that is, it may provide adequate coverage of the skills associated with some levels but less than adequate coverage of the skills associated with other levels. Finally, it should be noted that the usefulness of content validity evidence is directly proportional to the quality of the judgments provided. Consequently, the test publisher should establish the credentials of the SMEs whose judgments were obtained, including their familiarity with adult education and the NRS levels, along with information regarding the number of experts used and the degree of agreement among them, both by skill and level.

Reliability refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions. An

important condition that can differ across administrations of a particular instrument to be used for the NRS is the form of the instrument administered. More specifically, because educational gain is determined as a function of the difference between an examinee's pre- and posttest performance as measured on different forms of the instrument, it is essential to review the test publisher's information regarding the expected similarity of performance across forms in the absence of instruction or other external interventions. The greater the similarity in performance across forms, the greater the alternate forms reliability of the instrument and the stronger the inference that improvements in performance between pre- and posttesting is attributable to something other than measurement error associated with differences across forms.

INITIAL ASSESSMENTS

- As described above, to determine the appropriate assessment to administer, adult educators should talk with students about educational and career goals.
- Providers shall administer a KYAE-approved assessment (see "KYAE-Approved Assessments" section, pp. 23-26) at student orientation or within the first 12 hours of instruction. The lowest test score in a subject area shall be used to determine a student's entry level. Parts of an assessment, such as reading or math, may be used. The assessment should be in areas in which instruction will be focused to facilitate student goal achievement.
- All initial assessment results must be entered into AERIN.
- Individuals shall be officially enrolled upon completion of an approved assessment and in compliance with eligibility requirements. The program will maintain enrollment forms, assessment forms and the current educational plan on file for three years.
- The hours spent in orientation and assessment shall count toward the student's total attendance hours.

POST-ASSESSMENTS

- Interim and post-tests should be routine components of a program's instructional process.
- Students shall be post-tested after a standard instructional period or according to the instructor's professional judgment. Test publishers' recommended timeframes for post-testing as provided by OVAE can be found at the [NRS Web site](#), pp. 6-8, and in the "KYAE-Approved Assessments" section, pp. 23-26.
- The only reason to post-test prior to publishers' recommended timeframes ([NRS Web site](#)) is the instructor's professional judgment that the student is making gains at an accelerated rate. As post-test scores are entered into AERIN, instructors will be required to explain the reason for any post-tests administered prior to the publishers' recommended timeframes for post-testing ([NRS Web site](#)). A hard copy of the revised [Post-Assessment](#)

Exception Form or AERIN print-out is required to be placed in the student folder. KYAE program support associates will monitor post-test exceptions through AERIN reports.

- Providers shall use a different form of the same test for the follow-up assessment. For example, a TABE 9 pre-test can be followed with a post-test using TABE 10 as long as it is in the same series. Exceptions are noted in the examiner's manual.
- All interim and post-test results must be entered into AERIN. If more than one assessment is given, the latest assessment determines educational functioning level completion or advancement.
- Providers shall use the lowest subject area test score to determine a student's progress.
- If no follow-up assessment of the student is made during the program year, the student must be counted as remaining in the same educational level as upon entry and cannot be reported as advancing to a higher functioning level.
- An "advance" or "completion" is recorded if, according to a subsequent assessment, the student has entry-level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement.
- The GED Official Practice Test (OPT) may not be used as a measure of student progress in instructional programs.

ASSESSMENT PROCEDURES

- As specified in the "KYAE-Approved Assessments" section, pp. 23-26, adult educators must meet all test publisher and KYAE training requirements before administering assessments. Adult educators should consult PDtrack for scheduled training on assessments.
- Assessment instruments must be kept in a secure environment according to test publisher requirements.
- Assessment instruments shall be administered in a proctored environment and in accordance with test publisher and KYAE assessment guidelines.

ASSESSMENT ACCOMMODATIONS

- Reasonable accommodations for assessment shall be provided to students when:
 - a. The student has disclosed the presence of a disability and has provided documentation by a qualified professional of eligibility for accommodations under the provisions of the Americans with Disabilities Act (ADA)/Section 504 and/or
 - b. The adult education program has administered an informal assessment/pre-screening instrument and determined that accommodations are warranted.

- Accommodated assessments shall be in compliance with accommodated testing guidelines, policies and procedures established by the program's fiscal agent.
- Accommodated assessments shall be in compliance with test publisher guidelines.
- Typical assessment accommodations for students with a documented disability include large print, extended time, audio-cassette, calculator for math, private room and break time.
- The accommodation must be specific to the disability and address only the documented functional limitations. Adult educators should note that inappropriate accommodations may lead to inaccurate test results.

KYAE-APPROVED ASSESSMENTS

TABE 9-10

TABE 7-8 (TABE 7-8 will be removed from the list of approved assessments as of July 1, 2008.)

- TABE is recommended for adult education, corrections education and family literacy students.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take "Introduction to TABE and Diagnostic Tools," sponsored by KYAE. New program directors and ABE/GED instructors must take "Introduction to TABE and Diagnostic Tools," sponsored by KYAE, as part of their specialty track professional development requirements. All other instructors administering the test must be trained by a local staff member who has successfully completed the TABE course and must be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE. See the "Professional Development" section for further details.
- Upon initial enrollment, the TABE Locator(s) Test should be used as one tool to help determine the appropriate level(s) of the TABE assessment to be administered. The Locator should be used in conjunction with any other measures of student performance the instructor may have to determine the appropriate level(s) of the TABE assessment to be administered.
- Recommended Timeframes for Pre- and Post-testing as provided by OVAE ([NRS Web site](#), pp. 6-8):
 - **If the pre- and post-test are for the same level but using a different form (e.g., TABE 9 Level M to TABE 10 level M): 60 hours.**
 - **If the pre- and post-test are for the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.**
 - CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.
 - If a test is to be administered as a retest because the initial test session was

invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.

TABE ordering information:

Peggy Levins, CTB/McGraw-Hill Evaluation Consultant
3134 Bush Drive
Franklin, TN 37064
Phone: 615 599-6575; email: peggy_levins@ctb.com

CTB/McGraw-Hill
P.O. Box 150
Monterey, CA 93942-0150
Phone: 800-538-9547
Web Site: www.ctb.com

Workplace TABE

- Workplace TABE is for use when the student's goals are to get a job, a better job or improve workforce skills.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take "Introduction to TABE and Diagnostic Tools," sponsored by KYAE. New program directors and ABE/GED instructors must take "Introduction to TABE and Diagnostic Tools," sponsored by KYAE, as part of their specialty track professional development requirements. All other instructors administering the test must be trained by a local staff member who has successfully completed the TABE course and must be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE. See the "Professional Development" section for further details.

Recommended Timeframes for Pre- and Post-testing as provided by OVAE:

- **The Workplace TABE has four versions at Level D – General, Business/Office, Trade/Technical and Health.**
- **If the student takes one version as a pre-assessment and a different version as the post-assessment, 60 hours of instruction are required. For example, a General as the pre-assessment and Business/Office as the post-assessment.**
- **If the student takes the same version as the pre-assessment and post-assessment, 120 hours of instruction are required.**
- CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.
- If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.

TABE ordering information:

See p. 22.

WorkKeys

- WorkKeys may be used when the student's goals are to get a job, a better job or improve workforce skills.
- **Adults without a high school diploma** may be initially assessed using WorkKeys and enrolled on this assessment if the student's WorkKeys level crosswalks to one of three NRS levels (High Intermediate Basic Education, Low Adult Secondary Education, High Adult Secondary Education). **This assessment should be administered only after an initial intake process indicates the student may score high enough for placement in one of the top three NRS levels.** If the student's WorkKeys level falls below one of these three NRS levels, the student should be assessed on the TABE and enrolled according to TABE results.
- **Adults with a high school diploma** should be assessed with a TABE to determine adult education eligibility (scoring 11.9 or below). If the adult is not eligible, he/she should be referred to KCTCS for a WorkKeys assessment.
- **Adults with a high school diploma and a pre-existing WorkKeys level** that qualifies them for adult education services (one of the three NRS levels) may be enrolled based on the WorkKeys assessment.
- To show level gains, students enrolled on a WorkKeys assessment must be post-tested using WorkKeys.
- When used in a non-collegiate setting, post-testing should be based on a regular course of instruction and/or workforce project.
- Information on how to obtain scale scores for students is available at [scale scores](#).
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **We [ACT/WorkKeys] typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.**

WorkKeys ordering information:

ACT WorkKeys Customer Service – 70
2727 Scott Blvd.
PO Box 1008
Iowa City, IA 52243-1008
(319) 337-1550; Web site: www.act.org/workkeys

BEST Literacy BEST Plus

- These assessments are to be used for English as a second language students.
- **Adult educators must be trained by a certified BEST Plus trainer before administering the BEST Plus assessment. All new ESL teachers must complete "BEST Plus Implementation" or "CASAS ESL Implementation." "BEST Plus Implementation," sponsored by KYAE, is led by certified trainers. See the "Professional Development" section for further details.**
- Adult educators must be familiar with the training video and examiner's manual for BEST Literacy.
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **60 hours minimum; 80-100 hours recommended.**
 - If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the

instructional session.

- Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.

BEST ordering information:

Center for Applied Linguistics
4646 40th Street, NW
Washington DC 20016-1859
(202) 362-0700; Web site: www.cal.org

CASAS

- CASAS is to be used only for English as a second language students.
- Adult educators must be trained by a certified CASAS trainer before administering these assessments. All new ESL teachers must complete "BEST Plus Implementation" or "CASAS ESL Implementation." "CASAS Implementation," sponsored by KYAE, is led by a certified trainer. See the "Professional Development" section for further details.
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **70-100 hours (40 hours is the minimum).**
 - Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test.
 - Programs offering high-intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
 - Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.
 - Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.

CASAS ordering information:

CASAS
8910 Clairemont Mesa Blvd.
San Diego, CA 92123-1104
(800) 255-1036
Web site: www.casas.org

October 2007

Change: Eligibility Policy, p. 13

Announced: October News to Use

Details

To lessen the burden on students, the requirement for proof of withdrawal from school was changed.

Previous language

- If the student withdrew from school in or before the previous semester and student still resides within school district:
 - Official documentation of withdrawal from the previous semester is needed from the local school district; **and**
 - An official statement that the student did not enroll in the semester following withdrawal is needed from the local school district.
- If the student is no longer a resident within the school district he/she withdrew from:
 - Official documentation of withdrawal is needed from the school district in which the student withdrew; **and**
 - An official statement confirming that the student did not enroll in school is needed from the local school district in which the student currently resides.

New language

- If the student withdrew from school in or before the previous semester and student still resides within school district:
 - Official documentation of withdrawal from the previous semester is needed from the local school district; **or**
 - An official statement that the student did not enroll in the semester following withdrawal is needed from the local school district.
 - If the student is no longer a resident within the school district he/she withdrew from:
 - Official documentation of withdrawal is needed from the school district in which the student withdrew; **or**
 - An official statement confirming that the student did not enroll in school is needed from the local school district in which the student currently resides.
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September 2007

Change: GED Test Readiness Policy, p. 31

Announced: September News to Use

Details

Clarified approved forms for the Official Practice Test.

Previous language

Approved forms for the practice test are Practice B (PB), Practice C (PC), Practice D (PD) and Practice E (PE).

New language

Approved forms for the practice test are Practice B (PB), Practice C (PC), Practice D (PD), Practice E (PE), Practice F (PF) and Practice G (PG).